



Arizona Department of Education
Tom Horne,
Superintendent of Public Instruction

Arizona Seventh Annual Transition Conference

“Pathways ...”

Addressing the Transition Needs of Youth and
Young Adults with Disabilities

September 17-18, 2007

Radisson Fort McDowell Resort
10438 N. Fort McDowell Road
Scottsdale, AZ 85264
(800) 715-0328 or (480) 836-5300

Sponsored by:

- Arizona Department of Education,
Exceptional Student Services
- Arizona Department of Health Services,
Office of Children with Special Health Care Needs
- Arizona Department of Economic Security,
Division of Developmental Disabilities
- Arizona Department of Economic Security,
Rehabilitation Services Administration,
Vocational Rehabilitation
- Governor's Council on Developmental Disabilities
- Secure Care Education Committee

Jewelry/Fiber Art Design by
Kionna Robbins/Sophomore
South Mountain High School
Phoenix, Arizona





State of Arizona
Department of Education

Tom Horne
Superintendent of Public Instruction

Dear 2007 Transition Conference Attendees:

On behalf of the sponsoring agencies, it gives me great pleasure to welcome you to “Pathways ...,” Arizona’s Seventh Annual Transition Conference.

This is the second year that the Transition Conference will showcase the many talents of youth and young adults with disabilities through displays of their creative artwork, entertainment performances, and their participation as session presenters. The theme “Pathways ...” reflects our determination and collaboration through our intra and interagency efforts to improve post-secondary opportunities for youth and young adults with disabilities in the areas of employment, education, training and adult living.

“Pathways ...” supports the commitment of Arizona stakeholders to provide our youth and young adults with disabilities transitioning opportunities that prepare them for productive and independent adult life. Conference participants have the opportunity to attend the sessions of their choice in order to hear from national speakers, state and local experts on youth and young adult empowerment, family voice, community partnerships, legal implications, accessing community resources, secure care, and assistive technology.

I am pleased to take this opportunity to thank the Transition Conference Planning Committee, our youth, young adults, family members, educators, public service agency personnel, session presenters, and all others who helped behind the scenes to ensure the success of this Conference.

Best regards,

Tom Horne
Superintendent of Public Instruction



Brett Caldwell - Chandler High School

Program Overview

National Presenters

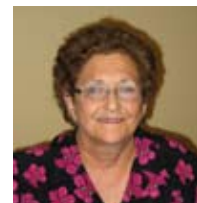
Denise Bissonnette – September 18, 2007

Denise Bissonnette is one of North America's most sought-after trainers and speakers on career development, job development, workforce development, and "true livelihood." Her early literacy work with political refugees allowed her to see the difficulties they faced in trying to establish themselves in the American workplace. In response, she made a career change and became a Job Developer – working with employers to secure jobs for people from groups that were not traditionally part of the workforce. Denise's job search curriculum, 'Pathways,' has become a cornerstone for the placement services of many social service agencies and educational systems. Her book 'Beyond Traditional Job Development' stands as the definitive text for job development professionals throughout the continent. Other programs include 'Crossroads,' 'Cultivating the Spirit to Work,' and 'Cultivating True Livelihood' curriculum. Denise's new book, '30 Ways to Shine as A New Employee,' is a proactive response to emerging job retention issues.



Lili Garfinkel – September 17 & 18, 2007

Lili Garfinkel has been an advocate for the underrepresented population of juveniles in the justice system for more than thirty years in Canada and the United States. She is the Coordinator of the Juvenile Justice Project at the PACER Center in Minneapolis (www.pacer.org) and was Associate Director of the National Center on Education Disability and Juvenile Justice (www.edjj.org).



Marilyn and Joe Henn, Keynotes – September 18, 2007

Marilyn & Joe Henn are the parents of Nancy Henn, a daughter with significant autism. Nancy received the Association for Persons in Supported Employment (APSE) 1999 national award and the Autism Society of America (ASA) 2003 national award for Outstanding Individual with Autism. Marilyn and Joe have developed national reputations as speakers by sharing how they developed transition services that led to their daughter's full-time employment. Marilyn Henn is a registered nurse and has received extensive training in behavior management, transition, and supported employment from experts across the country. Joe Henn is a retired executive in tire, rubber and metal parts forming businesses, has become an expert in Social Security Work Incentives, Medicaid, Mental Retardation /Developmental Disabilities funding and housing. He currently manages a family consortium home and has become a limited service provider of habilitation and job coaching services.



Dana Henning – September 18, 2007

Dana Henning, Ed.D. has over 30 years experience in providing services for people with disabilities. Dr. Henning has directed Dana Henning Training Programs based in PA since 1985. This organization provides staff training and programmatic consultation to schools, universities, families, governmental agencies and private providers in the areas of the autism spectrum, intellectual disabilities, mental health, and aging throughout the US and in the Netherlands and Germany. Dr. Henning has also served as the Director of Education on the Mental Health and Behavioral Team of Morristown, NJ, as Assistant Clinical Professor in the College of Physicians and Surgeons at Columbia University, as Assistant Professor at PA State University at West Chester, and as Director of Planning and Staff Development at the Developmental Disabilities Center of Temple University.



LeDerick R. Horne – September 17, 2007

LeDerick R. Horne is recognized as a national speaker and advocate for people with disabilities as well as a poet and entertainer. He spent most of his time in school believing he did not have much of a future. A severe learning disability combined with low self-esteem led him to doubt he would be able to go to college or pursue a meaningful career. However, LeDerick became an outstanding student and graduated with honors from New Jersey City University in 2003 with a BA in Mathematics. Since graduation, LeDerick has become the head of his own property management company, Horne & Associates, LLC, and was appointed the Board Chair of Project Eye-To-Eye, a natural mentoring program for students with Learning Disabilities. LeDerick facilitates workshops, delivers keynote presentations, and speaks to thousands of students, teachers, and service providers about his experiences and the importance of youth leadership. As a poet, in the late 1990's LeDerick and two other New Jersey writers formed a group called The Trinity Poets. In 2005 Certified Organik Records released LeDerick Horne's first CD, Rhyme Reason and Song. In 2006 LeDerick co-produced, co-directed, co-wrote, and performed in an original spoken word play loosely based on his experiences organizing open mics.



Dr. Ed O'Leary – September 17 & 18, 2007

Dr. Ed O'Leary is a Consultant and Program Specialist for Mountain Plains Regional Resource Center. He received his Doctorate from the University of Illinois in Vocational Technical Education/Special Needs (1991) and his Masters in Special Education from Drake University. He has spent over 30 years working in and with schools as a secondary special education teacher, special education consultant, transition specialist, work experience coordinator, program specialist and program director. He developed the Transition Outcomes Project, an approach to helping districts and states meet transition requirements in order to demonstrate improvement and results. The Transition Outcomes Project is now operating in over 25 states/regions and over 1,500 districts across the country.



Dr. Mary E. Morningstar – September 17, 2007

Dr. Mary E. Morningstar is an Associate Professor in the Department of Special Education at the University of Kansas and Director of the Transition Coalition, a research and training center for the transition to adulthood and secondary special education for youth with disabilities. Dr. Morningstar has been involved in statewide in-service training and staff development regarding transition from school to adult life for over 20 years. She was the Training Coordinator for the "Kansas Systems Change in Transition Project" at the University of Kansas. She is actively involved with statewide training of professionals and family members regarding issues in transition including interagency collaboration, compliance with federal regulations regarding transition, school-business partnerships, and the role of families during transition planning. She teaches several classes related to secondary education and transition including vocational training and employment, interagency and community services, and a week-long transition summer institute.



Tressia M. Shaw, M.D. – September 17, 2007

Dr. Shaw completed her undergraduate degree at the University of Minnesota in public health and family studies and her medical training at the University of Arizona, College of Medicine. She is boarded in both Internal Medicine and Pediatrics, completing residency training at Good Samaritan Regional Medical Center and Phoenix Children's Hospital. Currently, she practices at Phoenix Children's Hospital where she has a focused interest in caring for children and adolescents with special health care needs. She obtained a CATCH grant from the AAP in 2005 to begin the transition clinic at Phoenix Children's Hospital. The goal of this clinic is to address the complex medical and social issues of transitioning youth with special needs to adult health care.



Sean Stephenson, Keynote – September 17, 2007

Sean is a powerful and recognized speaker with a reputation that extends across the nation and throughout five countries. Sean shares with his audiences events from his life that are extremely engaging, the greatest being he was predicted not to survive at birth because of a rare bone disorder that stunted his growth, confined him to a wheelchair and caused his bones to be extremely fragile (breaking over 200 times since birth). He has been interacting with youth and adult audiences for nearly a decade. Sean authored three books by the age of 21 and has traveled extensively. He has appeared on The Oprah Show; the Discovery Health Channel; CNN News; CBS News; ABC News; C-SPAN; The New York Times and in numerous radio and print media outlets. Sean's services and expertise have been called upon by associations such as: the Federal Aviation Administration; United States Senate (on two occasions); prisons, hospitals, Fortune 500 corporations; numerous schools, universities, and nationally attended student leadership conferences.



Richard Garnica - West Phoenix High School

Arizona's Seventh Annual Transition Conference Schedule

Sunday, September 16, 2007

6:00 p.m. – 8:00 p.m. Early Registration

Monday, September 17, 2007

7:00 a.m. – 4:00 p.m.	Registration
7:00 a.m. – 8:30 a.m.	Continental Breakfast
8:30 a.m. – 8:40 a.m.	General Welcome - Colette Chapman
8:40 a.m. – 8:45 a.m.	Introduction of Opening Keynote – Cynthia Bryant
8:45 a.m. – 10:00 a.m.	Opening Keynote – Sean Stephenson
10:00 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Concurrent Sessions
11:30 a.m. – 12 noon	Break
12 noon – 1:00 p.m.	Lunch
12:30 p.m. – 12:40 p.m.	Remarks – Tom Horne, Superintendent of Public Instruction
1:00 p.m. – 1:30 p.m.	Break
1:30 p.m. - 2:30 p.m.	Concurrent Sessions
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:45 p.m.	Concurrent Sessions
3:45 p.m. – 4:15 p.m.	Reception
4:15 p.m. – 6:00 p.m.	An Evening with LeDerick R. Horne



Edgar Ventura - Buena High School

Tuesday, September 18, 2007

7:00 a.m. – 8:00 a.m.	Continental Breakfast
8:00 a.m. – 9:00 a.m.	Concurrent Sessions
9:00 a.m. – 9:15 a.m.	Break
9:15 a.m. – 10:15 a.m.	Concurrent Sessions
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Concurrent Sessions
11:30 a.m. – 12 noon	Break
12:00 noon – 1:00 p.m.	Lunch
12:30 p.m. – 12:50 p.m.	Awards – Gail Jacobs, William McQueary, and Jeffery Studer
1:00 p.m. – 1:30 p.m.	Break
1:30 p.m. – 2:30 p.m.	Concurrent Sessions
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 2:55 p.m.	Closing Remarks – Steve Mishlove
2:55 p.m. – 4:00 p.m.	Closing Keynote – Marilyn and Joe Henn

Personal Schedule

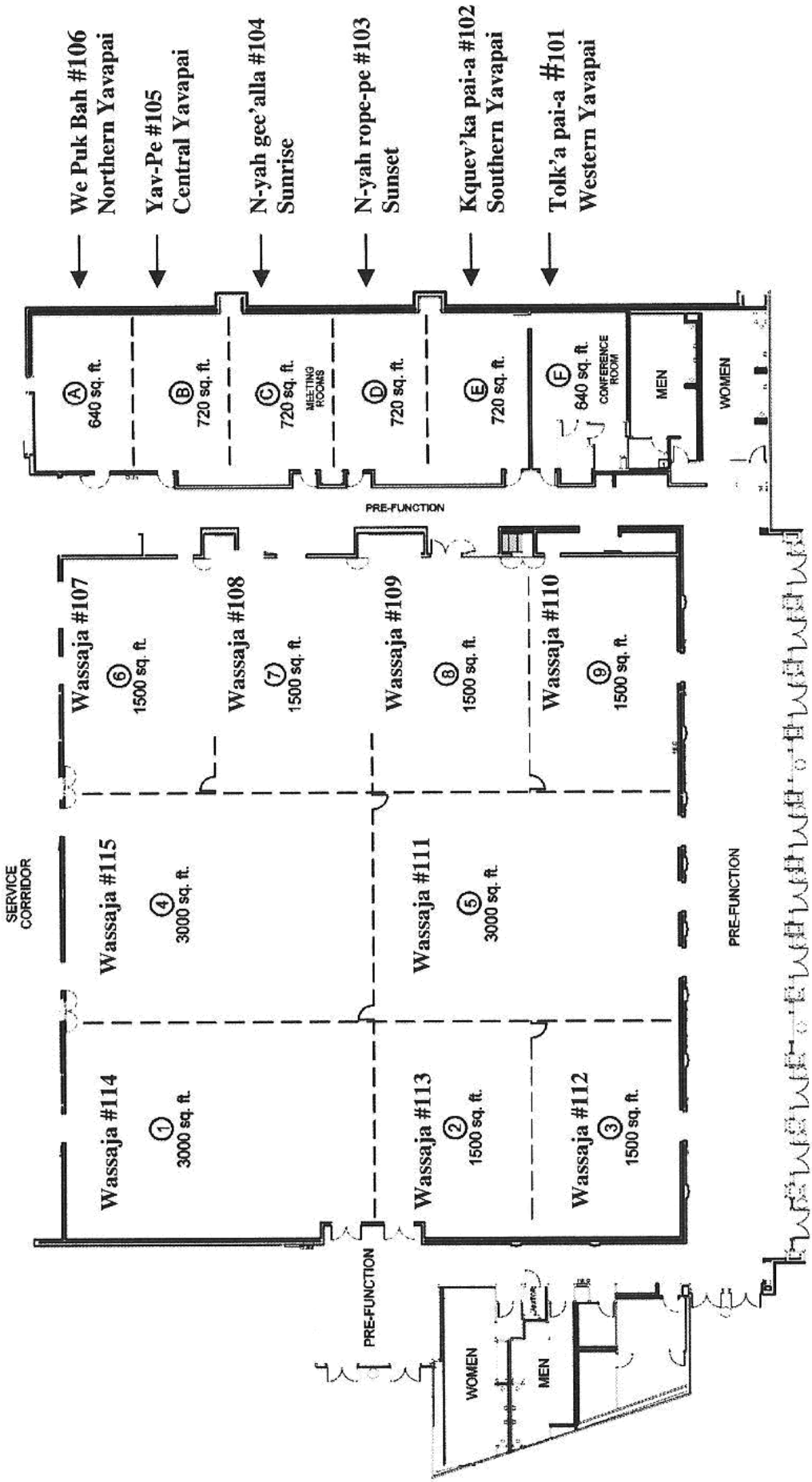
Attend the sessions of your choice. Chart your Conference schedule below.

Time	Monday, September 17, 2007	Room Location
7:00 a.m.	Registration, Continental Breakfast	Radisson Fort McDowell Pre-Conference Area
8:30 a.m.	General Welcome – Colette Chapman	Wassaja Ballroom
8:40 a.m.	Introduction of Opening Keynote – Cynthia Bryant	
8:45 a.m.	Opening Keynote - Mr. Sean Stephenson	Wassaja Ballroom
10:30 a.m.		
12:00 noon	Lunch	Wassaja Ballroom
12:30 p.m.	Remarks – Tom Horne	
1:30 p.m..		
2:45 p.m..		
3:45 p.m.	Reception	Pre-conference Area
4:15 p.m.	An Evening with LeDerick R. Horne	Wassaja Ballroom
Time	Tuesday, September 18, 2007	Room Location
7:00 a.m.	Registration, Continental Breakfast	Radisson Fort McDowell Pre-Conference Area
8:00 a.m.		
9:15 a.m.		
10:30 a.m.		
12:00 noon	Lunch	Wassaja Ballroom
12:30 p.m.	Awards – Gail Jacobs, William McQueary, and Jeffery Studer	
1:30 p.m.		
2:45 p.m.	Closing Remarks – Steve Mishlove	Wassaja Ballroom
2:55 p.m.	Closing Keynote – Marilyn and Joe Henn	Wassaja Ballroom

Conference Evaluations are located in individual conference bags. Complete the evaluations daily for the sessions attended. At the end of day two complete one conference overall evaluation. Take completed evaluations to the registration desk at the end of each day.

Certificate of Professional Development may be obtained at the end of each day at the registration desk. Certified Rehabilitation Counselors may obtain CRC Credit by picking up a CRC Credit Form at the end of each day at the registration desk.

Radisson Fort McDowell Resort Conference Facility



Program at a Glance

Monday, September 17, 2007

	Northern/Central Yavapai	Wassaja 107	Wassaja 108	Wassaja 109	Wassaja 110	Wassaja 111, 112, 113	Wassaja 114 & 115
8:30 – 10:00a.m.	General Welcome – Colette Chapman Introduction of Keynote Speaker – Cynthia A. Bryant Opening Keynote - Sean Stephenson						
10:00 – 10:30 a.m.	Refreshment Break, Exhibit and Artwork Viewing						
10:30 – 11:30 a.m.	Assisted Reading Software	VR: A Partner along the Transition Pathway	Getting Ready for the College Experience	Transition and Standards Based Education Reform	The School to Work Project in Seattle, Washington - A True Community Partnership	Transitions to the Community From the Juvenile Justice System: Challenges and Approaches that Won't Set the Kid Up	Empowering Students to STAND!
11:30 – 12 noon	Break, Exhibit and Artwork Viewing						
12:00 – 1:00p.m.	LUNCH and Remarks – Tom Horne, Superintendent of Public Instruction						
1:00 – 1:30 p.m.	Break, Exhibit and Artwork Viewing						
1:30 – 2:30p.m.	Technology for Struggling Readers: A Secondary Approach to Text Reader Integration	Transportation: Ready to Use Curriculums for Grades 4 - High School	Creating Opportunities for Student Success: A Model for Supporting Detained Youth	It's Grand When the Plan Comes Together – Person Centered Career Plans Which Lead to the IEP and Career Portfolios (Part 1)	Increasing Academic, Social, and Vocational Skills through Culturally Responsive Self- Determined IEPs	Arizona Community Transition Teams Training: The Formation of CTIs Across Arizona	Changing School Culture
2:30 – 2:45 p.m.	Refreshment Break, Exhibit and Artwork Viewing						
2:45 – 3:45 p.m.	Utilizing AmeriCorps and AmeriCorps VISTA as a Pathway to Training and Employment	A Discussion of the Recommendations from the July 2007 Young Adult Summit	Success in Transition, True Tales Tell It All	It's Grand When the Plan Comes Together – Person Centered Career Plans Which Lead to the IEP and Career Portfolios (Part 2)	Secure Care Systemic Changes in Transition	Transition Assessment: The Big Picture	Healthcare and Transition
3:45 – 4:15p.m.	RECEPTION						
4:15 – 6:00 p.m.	An Evening with LeDerick R. Horne						

Program at a Glance

Tuesday, September 18, 2007

Session	Northern/Central Yavapai	Wassaja 107	Wassaja 108	Wassaja 109	Wassaja 110	Wassaja 111, 112, 113	Wassaja 114 & 115
8:00 – 9:00a.m.	Young Adult Transition Training for DDD Clients	High School and University Partnerships: Helping Students with Disabilities Succeed in College	Young Adults with LD, ADHD, or Asperger's Syndrome and the Challenges They Face in Career Planning	An Introduction To Filing For SSI/SSA Disability Benefits for Children Under Age 18 and Young Adults at 18 and Older	Gender Issues and their Impact on Re-entry for Young Women Offenders	Student-Led IEPs at Black Canyon School	Are We Teaching People With Disabilities to Be Abused? (Part 1)
9:00 – 9:15a.m. Refreshment Break, Exhibit and Artwork Viewing							
9:15 – 10:15a.m.	Transition Best Practices for Students Who are Blind and Visually Impaired (Part 1)	Vocational and Life Skills Training on a College Campus	Mentoring As an Approach to Meeting the Transition Needs of Court Involved Young Women	Working While on SSI/SSA Disability Benefits	State Performance Plan Indicator 13: Improving Transition Services in Schools (Part 1)	Beyond Traditional Job Development	Are We Teaching People With Disabilities to Be Abused? (Part 2)
10:15 – 10:30a.m. Refreshment Break, Exhibit and Artwork Viewing							
10:30 – 11:30a.m.	Transition Best Practices for Students Who are Blind and Visually Impaired (Part 2)	If You Take Away Their Life Preservers, Will They Sink or Swim? Developing Self-Determined Behaviors	T3-Transition Through Technology	Adobe Mountain School: Special Education Inclusion Model	State Performance Plan Indicator 13: Improving Transition Services in Schools (Part 2)	Beyond Barriers to Passion and Possibility	Transitioning Young Adults in the Behavioral Health System and Demonstration Project Overview
11:30 – 12:noon Break, Exhibit and Artwork Viewing							
12noon – 1:00.m. LUNCH and Awards – Gail Jacobs, William McQueary, and Jeffery Studer							
1:00 – 1:30.m. Break, Exhibit and Artwork Viewing							
1:30 – 2:30p.m.	Where am I going? How do I get there?	Teaching Self Advocacy by Using Student Led IEPs, From Teachers Who Are Using it	Helping Them Find Their Paths: A Phoenix Union High School District Transition Services Model	Using Technology to Promote Self-Advocacy	Merging Two Worlds: Its Year of Change	Culturally and Academically Responsive Parent/Student-Directed Middle and High School IEPs	You Can't Put a Square Peg in a Round Hole
2:30 – 2:45p.m. Refreshment Break, Exhibit and Artwork Viewing							
2:45 – 4:00p.m.	Closing Remarks – Steve Mishlove Closing Keynote – Marilyn and Joe Henn						

“Pathways ...”

Program

SUNDAY, SEPTEMBER 16, 2007

6:00 p.m. – 8:00 p.m. EARLY REGISTRATION

MONDAY, SEPTEMBER 17, 2007

7:00 a.m. – 4:00 p.m. REGISTRATION

7:00 a.m. – 8:30 a.m. Continental Breakfast, Exhibit and Artwork Viewing

8:30 a.m. – 10:00 a.m. Welcome – Colette Chapman
Wassaja Ballrooms Introduction of Keynote – Cynthia A. Bryant
Keynote Address – Sean Stephenson

10:00 a.m. – 10:30 a.m. Refreshment Break, Exhibit and Artwork Viewing

10:30 a.m. – 11:30 a.m. CONCURRENT SESSIONS

Northern/Central Yavapai *Assisted Reading Software* by Loreena Parks and Ann Orr: As school districts struggle to provide access to the general education curriculum for all students, they’ve turned to assisted reading software like Kurzweil 3000, WYNN and Read & Write Gold for help. Although research indicates that components of these programs (such as text-to-speech, text highlighting, word prediction, and spell checking) can be used to boost skills and achievement, little is known of what teachers’ think about using assisted reading software in the classroom. This session presents the results of recent research on teachers’ perceptions and provides practical tips for successful use of reading software. Handouts will include research summary, challenges, and strategies for implementing assisted reading software.

Wassaja 107 *VR: A Partner along the Transition Pathway* by Betty Schoen: Participants will learn about Vocational Rehabilitation (VR) which is a federally mandated employment program for individuals with disabilities. They will learn how VR works with school districts to provide transition services to high school students with disabilities. Arizona Rehabilitation Services Administration uses an informal agreement called a Memorandum of Understanding to document VR’s assurance regarding the federally mandated services that are provided to Arizona high schools by VR offices for students with disabilities. This document will be available for reference. The presenter will speak about other transition programs available to schools from VR and provide contact information for those who wish to inquire further. Additional topics include the eligibility criteria for participation in the VR program, the VR process (using a video designed for VR Transition Orientations), as well as when and how to refer a student to VR. Participants will receive some career exploration tools to take away.

Wassaja 108 *Getting Ready for the College Experience* by Phyllis Jones: Preparing students for the “college experience” is overwhelming for most, but students with disabilities face unique challenges. For these students, selecting a college that provides the most appropriate programs and services is especially critical for their academic success. This session will: 1) focus on challenges students with disabilities may encounter when transitioning from high school, 2) provide information on college support services and accommodations that facilitate equal access, and 3) outline strategies to empower students in achieving their educational goals. Engaging students early in the learning experience is essential to student retention and graduation. The ASU Disability Resource Center, Tempe, in collaboration with the TRiO Student Support Services Program and ASU Summer Bridge Program offer a summer transition program for first time freshmen, “Getting a Transition Experience” (GATE). A panel of GATE students will share how their participation strengthened their knowledge on how to transition to college successfully!

Wassaja 109 *Transition and Standards Based Education Reform* by Ed O’Leary: High schools throughout the country are implementing standards-based education reform. At the same time, IDEA requires IEP teams to develop transition services for students with disabilities. This session will provide an overview and discussion of standards-based education reform and the issue of connecting standards to transition services.

Wassaja 110	<i>The School to Work Project in Seattle, Washington - A True Community Partnership</i> by Marsha Threlkeld: Participants will receive an overview of the School to Work Project (S2W) in Seattle and engage in a facilitated discussion about relevance for their communities. S2W's goal is to have all students with developmental disabilities leave school with a permanent job in the community. Students are connected with funding options, choose supported employment services, develop career plans, have assessments in the community, experience community based work opportunities and are placed in permanent positions in the community. Teachers receive training in person centered career planning, career portfolios development, development of work experience sites and job coaching. Families receive training on developing a vision of employment, the adult service system, funding, and success stories. The project currently serves 14 school districts. All students with developmental disabilities in their last year of school are invited to join, regardless of their level of disability. Data from 2006 – 2007 exiters showed that 50 percent of the students with developmental disabilities were employed upon exiting school.
Wassaja 111, 112 & 113	<i>Transitions to the Community from the Juvenile Justice System: Challenges and Approaches that Won't Set the Kid Up</i> by Lili Garfinkel: Research on young offenders with disabilities returning to school, family and their communities reveals a consistent pattern of challenges and frustrations. Many of these issues can be improved with greater attention to past history, understanding of possible “set ups” and more deliberate efforts at collaborative planning using a transition model. In this session the presenter will identify these problems, offer some promising interventions, and problem solve using case histories.
Wassaja 114 & 115	<i>Empowering Students to STAND!</i> By Sean C. Stephenson: This dynamic session follows Sean's keynote address. During this hour Sean will offer participants information on what it takes to promote solid foundations of confidence and healthy self-esteem in the lives of youth and young adults with disabilities. Sean will literally offer his personal recipe on how to get students with disabilities to recognize their greatest potential. Participants will also learn how to create empowering environments where individuals can develop and thrive as they progress through school and enter the workforce. The first 50 individuals will receive a FREE subscription to Sean's video magazine.
11:30 a.m. – 12:00 noon	Break, Exhibit and Artwork Viewing
12:00 noon – 1:00 p.m.	LUNCH
12:30 p.m. – 12:40 p.m. Wassaja Ballrooms	Remarks – Tom Horne, Superintendent of Public Instruction
1:00 p.m. – 1:30 p.m.	Break, Exhibit and Artwork Viewing
1:30 p.m. – 2:30 p.m.	CONCURRENT SESSIONS
Northern/Central Yavapai	<i>Technology for Struggling Readers: A Secondary Approach to Text Reader Integration</i> by Joyce Palmer: This session will focus on exploring various text reading technologies used within a Universal Design for Learning (UDL) environment to assist struggling readers. Identified technologies commonly available to secondary schools, colleges, and vocational settings, will be highlighted. Attendees will compare features and learn comparisons among various text readers through a hands-on exploration of each tool. Software that helps with the readability of NIMAS formatted files will also be discussed.
Wassaja 107	<i>Transportation: Ready to Use Curriculum for Grades 4 - High School</i> by Cece Michalegko: Get a guided tour of Easter Seals Project: ACTION curriculums, Buses and Trains for Everyone (Grades 4-8) and Route to Freedom (Secondary). Not only do these curriculums teach students how to use public transportation, they emphasize safety, personal responsibility, and problem-solving skills. These resource tools can be added to existing school curriculum and are easily aligned with AZ State Standards. Both curriculums will be provided to attending participants. Participants will also get a guided tour and be introduced to Arizona's Sharedwork Transportation Section under NASDSE's National Community of Practice on Transition. Learn about local, state, and national transportation information.
Wassaja 108	<i>Creating Opportunities for Student Success: A Model for Supporting Detained Youth</i> by Linda O'Dell and Chandra Shekhar: This presentation highlights successful academic programs in the Gila County Jail and Juvenile Detention School. The presenters will describe curricular programming that facilitates continued academic progress and transition opportunities for detained juveniles in collaboration with the county's alternative schools. Presenters will describe useful diagnostic techniques, effective motivational procedures, and relevant academic strategies. The primary goal is to motivate students to identify their inner strengths and abilities and discover what truly

inspires them in order to establish academic goals. Staff provides a stimulating learning environment that fosters confidence and encourages students to trust their own opinions. Students are thus empowered to realize their full potential.

Wassaja 109

It's Grand When the Plan Comes Together – Person Centered Career Plans Which Lead to the IEP and Career Portfolios by Marsha Threlkeld: This systematic process uses teams to capture information on student history and experience, preferences and interests, skills and abilities, possible career goals, essentials for success/necessary supports, IEP considerations including instruction, technology and related services and community experiences, and formalizes goals and objectives to obtain employment outcomes. Participants will receive templates for person-centered career plans and portfolios, and instruction on facilitating the process. Come prepared to receive guidelines and information and be ready to roll up your sleeves and try out some of the materials. (This session continues with a second hour immediately following the break.)

Wassaja 110

Increasing Academic, Social, and Vocational Skills through Culturally Responsive Self-Determined IEPs by Rudy Valenzuela: This presentation illustrates how an interim alternative education center utilizes home-school-community partnerships to provide youth with behavior challenges instruction to improve academic, social, and vocational skills through culturally responsive self-determined IEPs. The Center implements Culturally Responsive Student-Directed IEPs to facilitate student promotion from grade-to-grade to a high school diploma, further education, and careers. The program implemented in this school district considers that interventions targeting adaptive academic, social, vocation, and culturally responsive self-determination behaviors must transition with the student to a variety of educational settings, home, and the community to impact student behaviors.

Wassaja 111, 112 & 113

Arizona Community Transition Teams Training: The Formation of CTTs Across Arizona by Mary E. Morningstar and Pattie Noonan: This session will describe the Arizona Community Transition Teams Training as a statewide model and intervention to increase interagency collaboration and improve transition services in Arizona. The session will include representation of CTTs in Arizona, and will reveal local benefits and strategies to developing these teams, as well as creative solutions for rural and urban communities in Arizona.

Wassaja 114 & 115

Changing School Culture by LeDerick R. Horne: This workshop will examine the way that contemporary education practices, policies, and personnel can positively and negatively affect students with disabilities. Participants will be asked to confront the written and unwritten cultural standards in their own schools so they can create environments that optimize each student's potential. Nationally recognized programs will be presented as examples of best practices. There will be a focus on creating systemic changes throughout schools and communities. LeDerick was classified as neurologically impaired in the third grade. Despite this diagnosis, he was able to earn a B.A. in 2003 and started his own property management company. He is a nationally recognized advocate for students with disabilities.

2:30 p.m. – 2:45 p.m.

Refreshment Break, Exhibit and Artwork Viewing

2:45 p.m. – 3:45 p.m.

CONCURRENT SESSIONS

Northern/Central Yavapai

Utilizing AmeriCorps and AmeriCorps VISTA as a Pathway to Training and Employment by Bob Shogren, Bob Fain, Aaron Fanwick, Tony DiRienzi, Monica Cooper, and Lynn Bejnar: A Harris Survey sponsored by the National Organization on Disability shows that only about 34 percent of working-age Americans with Disabilities have regular, full-time employment. Employment is what most students (including individuals with disabilities) ultimately hope to someday achieve. Projections indicate that over the next ten years a record number of people will retire creating an employment shortage—10 to 15 million jobs (The Erickson Tribune, January 2007, page 6). National service is a worthwhile means to that end. School districts that partner with AmeriCorps may receive mutually beneficial outcomes such as increased viable options for transitioning high school students with disabilities, an increase in the number of persons with disabilities in Arizona's AmeriCorps Programs, and an increase in skills acquisition and employment outcomes for transitioning high school students with disabilities. Last year the transition conference introduced the recently formed Arizona National Service Inclusion Work Team, formed to support the inclusion goals of the Governor's Commission on Service and Volunteerism. This session will explore the progress gained toward those goals through community support and accessing agency resources.

Wassaja 107	<i>A Discussion of the Recommendations from the July 2007 Young Adult Summit</i> by Jay Dashefsky, George Garcia and Casey Walker: Participants will hear the initial results from leaders of the Young Adult Summit which was sponsored by the Arizona Department of Health Services Office for Children with Special Health Care Needs Integrated Services Grant (ISG) held in July 2007. The Summit contributors included young adults with special needs, representatives from state agencies and community organizations working together to discuss issues that impact youth with special needs as they transition to adulthood. Participants will hear of the recommendations to improve integration of transition. Young adult leaders from the summit will lead the session and inform the participants on the Summit recommendations
Wassaja 108	<i>Success in Transition, True Tales Tell It All</i> by Jane Nguyen: This session will provide dynamic transition stories. Students and parents will share practical and inspirational post-secondary accounts. A sister, whose twin has a traumatic brain injury, will share her story of transition concerns and the positive outcomes that occurred. The journey of a nineteen-year-old young man with Down syndrome in the Adult Transition Program at Cave Creek Unified School district will illustrate successful collaboration with the school district. The opportunities available to this student resulted in several note worthy accomplishments. Two recent high school graduates who have disabilities (autism, dyslexia and emotional issues) and are currently attending community college will share their strategies for success. This session will offer current information and data on transition and address questions from the audience about the transition process. Collaborative strategies are the key to successful transition. Participants will walk away with an appreciation for the significance of each transition team member's role and responsibility. Participants will also learn how to support and empower students in becoming successful self-advocates.
Wassaja 109	<i>It's Grand When the Plan Comes Together – Person Centered Career Plans Which Lead to the IEP and Career Portfolios</i> by Marsha Threlkeld: (This is a continuation from the previous hour.) This systematic process uses teams to capture information on student history and experience, preferences and interests, skills and abilities, possible career goals, essentials for success/necessary supports, IEP considerations including instruction, technology and related services and community experiences, and formalizes goals and objectives to obtain employment outcomes. Participants will receive templates for person-centered career plans and portfolios, and instruction on facilitating the process. Come prepared to receive guidelines and information and be ready to rollup your sleeves and try out some of the materials.
Wassaja 110	<i>Secure Care Systemic Changes in Transition</i> by Gail L. Jacobs: The participants will be able to view the exceptional student transition program designed with secure care students in mind. The presenters will explain in depth the web based Exceptional student program, its functions and the data collection capabilities that can be shared with each secure care facility. The transition based program focuses on transition skills necessary for students' successful reintegration into the community. The presenters will also explain the program's built in capability to track and monitor all IDEA compliance.
Wassaja 111, 112 & 113	<i>Transition Assessment: The Big Picture</i> by Mary E. Morningstar: This session will discuss various types and approaches to transition assessment, as well as the steps in a continuous assessment process. Participants will receive comprehensive information defining transition assessment and identifying critical elements of the assessment process.
Wassaja 114 & 115	<i>Healthcare and Transition</i> by Tressia M. Shaw: This session will focus on the practical aspects and issues of health care transition. Covered topics will include healthcare transition readiness, identifying an adult healthcare provider, making a portable medical summary, and general issues of accessing the health care system.
3:45 p.m. – 4:15 pm.	RECEPTION
4:15 p.m. – 6:00 p.m. Wassaja Ballrooms	<i>An Evening with LeDerick R. Horn</i> : LeDerick R. Horne is a nationally recognized advocate for people with disabilities who uses his poetry to communicate his experiences as a person with a learning difference. In 2005 Certified Organik Records released LeDerick's first CD, Rhyme Reason and Song. This CD features 13 of LeDerick's poems set to music. In 2006 LeDerick co-produced, co-wrote, and performed in an original spoken word play loosely based on his experiences organizing open mics. The play, called New Street Poets, explores the affect of gentrification on urban culture and was accepted into the 2007 NYC Fringe Festival.

TUESDAY, SEPTEMBER 18, 2007

7:00 a.m. – 10:00 a.m. REGISTRATION

7:00 a.m. – 8:00 a.m. Continental Breakfast, Exhibit and Artwork Viewing

8:00 a.m. – 9:00 a.m. CONCURRENT SESSIONS

Northern/Central Yavapai *Young Adult Transition Training for DDD Clients* by Carol S. Sherer: This session will present an exciting new program that the Division of Developmental Disabilities is offering in District One that provides persons with additional training in areas that are key to successfully transitioning from school to community based employment. This program has 22 modules that are used to teach a variety of skills and behaviors that are needed for a student to succeed in the workplace. The program is designed to serve 14 to 22 year old individuals who experience developmental disabilities. The program will be offered after school and during the summer. One of the keys to the ultimate success of this program is working in conjunction with the school districts, vocational rehabilitation and the families so that a comprehensive, yet non-duplicated effort can be made to assist the person served in making the transition.

Wassaja 107 *High School and University Partnerships: Helping Students with Disabilities Succeed in College* by Ann Orr and Loreena Parks: Does it really take a village to help students with disabilities succeed in post-secondary education? In this session, we'll explore recent research, including our own, on what high schools and universities are doing to facilitate transition. We'll hear from those on the front lines: high school special educators, university faculty, and the students themselves. What skills are necessary to succeed? What are the barriers to success? We'll explore innovative practices and collaborative endeavors, inviting session participants to share their experiences.

Wassaja 108 *Young Adults with LD, ADHD, or Asperger's Syndrome and the Challenges They Face in Career Planning* by Rob Crawford: There is little research to explain why some individuals with hidden disabilities such as LD, ADHD, or Asperger's syndrome succeed in the workplace and others do not. Workplace settings present a wide variety of diverse occupational challenges and the functional impact of the condition on the individual varies from setting to setting. As a result, professionals and practitioners may find it difficult to determine what aspects of a person's job performance or lack of performance can be directly attributable to the disorder. This presentation will examine and discuss the emotional and functional impact of LD, ADHD, and Asperger's syndrome and its relationship to career planning. There will be a focus on common barriers and client resistance associated with the risks of committing to a specific occupational path. A pragmatic model will be shared that offers practical applications, scenario-based job placement decisions and processes of career exploration.

Wassaja 109 *An Introduction to Filing for SSI/SSA Disability Benefits for Children Under Age 18 and Young Adults at 18 and Older* by Barbara Jackson: The presenter will explain the requirements for eligibility to the different benefit programs that SSA has to offer and discuss what families may do to help themselves filing. The group will discuss things school personnel can do to assist families or individual students with filing considerations. The group will address documentation requirements. Audience questions will direct the discussion.

Wassaja 110 *Gender Issues and Their Impact on Re-entry for Young Women Offenders* by Lili Garfinkel: Much has been said about the increase in violence perpetrated by young women. Research conclusively documents the different pathways for young men and women both into and out of the justice system; young female offenders are known to have a higher rate of more serious mental health diagnoses and are further behind in school. In this session we will look at models of effective planning and programming in corrections as a model for reintegration into the community. What works for boys is not effective for girls. This session will offer hopeful approaches and suggestions that can enable young women to make it when they go back home.

Wassaja 111, 112 & 113 *Student-Led IEPs at Black Canyon School* by Dorothy Charlan, Marva Heywood, Gail Jacobs and Debra Skinner: Black Canyon School has successfully implemented Student-led, transition-focused IEPs for over a year. Students who participate in the process have a better understanding of their rights and advocate for themselves more often and effectively. They begin to verbalize their needs and dreams, and practice leadership skills at their IEP meetings. This session will include an IEP PowerPoint presentation by an ADJC student. The student will share her experiences with the audience. The presenters will offer information on how to engage students more effectively in IEP/transition planning and presentation skills. Handouts will be distributed offering examples of PowerPoint presentations completed by students at two of ADJC schools.

Wassaja 114 & 115

Are We Teaching People With Disabilities to Be Abused? By Dana Henning: Abuse is rampant in this population; the exact figures are unknown because most incidents of abuse remain unreported. Abuse can take the form of sexual abuse, physical abuse, verbal abuse, and emotional abuse. Although the scars of physical and sexual abuse may be more readily recognized, many now feel that the results of verbal and emotional abuse may have an even greater impact on a person's life. Throughout schooling and vocational training, we teach people with disabilities to comply with the directions given by other people. Are we unwittingly teaching them to be gullible victims of others by virtue of their compliance? This presentation looks at issues related to the unintended messages we give to people that may make them vulnerable, recognizing abuse and training staff so that they do not unintentionally commit verbal or emotional abuse. This presentation applies to all environments that serve people with disabilities and/or mental health challenges. (This session continues with a second hour immediately following the break.)

9:00 a.m. – 9:15 a.m. Refreshment Break, Exhibit and Artwork Viewing

9:15 a.m. – 10:15 a.m. CONCURRENT SESSIONS

Northern/Central Yavapai *Transition Best Practices for Students Who Are Blind or Visually Impaired: A Panel Presentation* by Julie Deden, Mark Nelson, Dorinda Rife, and Ed House: The panel will discuss and share information regarding best practices from a consumer, service provider, education and vocational rehabilitation perspective for youth transitioning from high school to employment or post-secondary education and employment. They will share information regarding available resources for the provision of services within the education and rehabilitation systems and explain why services are needed to assist students in becoming successful at the next level. This session will include a discussion on generic and specialized services. It will examine the development of specialized skills such as mobility, communication, the use of assistive technology, and self advocacy necessary for a successful transition to the world of work. (This session continues with a second hour immediately following the break.)

Wassaja 107

Vocational and Life Skills Training on A College Campus by Denise McGhee: The unemployment rate for people with disabilities is reported to be as high as three times more than the general population. Despite college being a factor that increases marketability, it is often not considered as a transition option for students with disabilities. The academic demands of college degree programs prevent many students from considering post-secondary education. However, they face many roadblocks when transitioning into employment as well. The presenter will talk about how Eastern New Mexico University-Roswell found a way to address these challenges by creating a certificate program that links the college experience with vocational training. The focus of this three-semester program is to train students for competitive employment. In its 20th year as a program working in collaboration with agencies and families, it has allowed many students with cognitive impairments the opportunity to experience college while also preparing them for independent living and employment. Student testimonies will be shown.

Wassaja 108

Mentoring As an Approach to Meeting the Transition Needs of Court Involved Young Women by Katie Barclay Penkoff, Carolina Grimaldo, Jennifer Morgan, Barbara Strachan, and Kathy Twitchell: Youth in Transition is a collaborative mentoring program matching young women from the Arizona Department of Juvenile Corrections Black Canyon School with mentors from Arizona State University. The collaborating partners are the Girl Scouts, Arizona Cactus-Pine Council, Catholic Social Service DIGNITY Services, the Arizona Department of Juvenile Corrections, and Arizona State University's Academic Community Engagement Services. Primary funding for the program is provided by the Arizona Governor's Council on Developmental Disabilities. Additional funding support is provided by the Girl Scouts through GSUSA, the United States Department of Justice Innovative Grants, Girl Scouts Beyond Bars/Girls Scouting in Detention Centers Grant and the Valley of the Sun United Way Teen Health, Diversity and Tolerance Fund. The purpose of the program is to provide young women with developmental disabilities support and advocacy as they prepare for and transition back into their home communities.

Wassaja 109

Working While on SSI/SSA Disability Benefits by Barbara Jackson and Rhonda Webb: The presenters will explain the value of working while on benefits. They will address the Student Earned Income Exclusion, Impairment related work expenses, subsidies, the PASS Plan (plan for achieving self-support), and the Ticket to Work Program. They will also discuss resources within Arizona that are available for assistance. The presenters will also address the ramifications of working, and emphasize the flexibilities which SSA offers that go along with the challenges faced by individuals with disabilities. Audience questions will be used to provide examples and lead further discussions.

Wassaja 110

State Performance Plan Indicator 13: Improving Transition Services in Schools by Ed O'Leary: What is Indicator 13? What must schools, districts and states report? How will educators know if they are meeting the transition requirements for Indicator 13? What can educators do that will demonstrate improvement in meeting the transition

requirements and show improvement with Indicator 13? This presentation will help educators understand the transition requirements that must be reported for Indicator 13 in the State Performance Plan. The presenter will explain, in easy to understand language and with examples, what must be done, what must be reported and what educators can do that will demonstrate improvement. Information and data will also be provided that shows several states and districts that have made significant improvements with Indicator 13 and the 2004 transition requirements. (This session continues with a second hour immediately following the break.)

Wassaja 111, 112 & 113 *Beyond Traditional Job Development* by Denise Bissonnette: This session is based on concepts from her popular book by the same title. This workshop presents a blueprint for employment professionals who desire poetic license to practice the Nicaraguan saying, “Do not go where the road leads. Rather, follow your own path and leave a trail.” This highly acclaimed one-of-a-kind presentation offers a practical, innovative and proactive approach to job development and challenges the job developer to look beyond traditional methods for achieving placement results. Denise will demonstrate how to create work opportunities which speak to the needs of employers while simultaneously tapping into the unique skills, abilities and interests of students transitioning from school to work.

Wassaja 114 & 115 *Are We Teaching People With Disabilities to Be Abused?* By Dana Henning: (This is a continuation from the previous hour.) Abuse is rampant in this population; the exact figures are unknown because most incidents of abuse remain unreported. Abuse can take the form of sexual abuse, physical abuse, verbal abuse, and emotional abuse. Although the scars of physical and sexual abuse may be more readily recognized, many now feel that the results of verbal and emotional abuse may have an even greater impact on a person’s life. Throughout schooling and vocational training, we teach people with disabilities to comply with the directions given by other people. Are we unwittingly teaching them to be gullible victims of others by virtue of their compliance? This presentation looks at issues related to the unintended messages we give to people that may make them vulnerable, recognizing abuse and training staff so that they do not unintentionally commit verbal or emotional abuse. This presentation applies to all environments that serve people with disabilities and/or mental health challenges.

10: 15 a.m. – 10:30 a.m. Refreshment Break, Exhibit and Artwork Viewing

10:30 a.m. – 11:30 a.m. CONCURRENT SESSIONS

Northern/Central Yavapai *Transition Best Practices for Students Who Are Blind or Visually Impaired: A Panel Presentation* by: Julie Deden, Mark Nelson, Dorinda Rife, and Ed House: (This is a continuation from the previous hour.) The panel will discuss and share information regarding best practices from a consumer, service provider, education and vocational rehabilitation perspective for youth transitioning from high school to employment or post-secondary education and employment. They will share information regarding available resources for the provision of services within the education and rehabilitation systems and explain why services are needed to assist students in becoming successful at the next level. This session will include a discussion on generic and specialized services. It will examine the development of specialized skills such as mobility, communication, the use of assistive technology, and self advocacy necessary for a successful transition to the world of work.

Wassaja 107 *If You Take Away Their Life Preservers, Will They Sink or Swim? Developing Self-Determined Behaviors* by Linda Tschida: This session focuses on the four essential characteristics of self-determined behavior, eleven component elements of self-determined behavior, ten cornerstone instructional strategies that are consistent with teaching self-determination and some humorous and sad actual situations that took place during the implementation of this program. Participants will be able to teach students to become self-sufficient citizens, develop an environment in the classroom that requires active student involvement in planning, decision making, and goal setting that leads to self-determined behaviors. Participants will also be able to teach techniques that would enable students to transfer the work habits they learn in the vocational setting to other work site environments.

Wassaja 108 *T3 - Transition Through Technology* by Rick DeRennaux and Janet Furr: This presentation is a visual overview of the program and its outcomes. The presenters will show samples of students’ projects, engage attendees in an activity that is part of the curriculum, and provide opportunity for a question and answer session. Participants will develop WS06.5, which is a cereal box advertising a career (e.g., Shuttle Flakes The Breakfast Cereal of Aerospace Engineers!). The group will engage in the steps of researching, organizing, and creating the product draft. Participants will leave with an understanding of what the Tech-Now program is, how it has been successful in helping students prepare for the transition from secondary school to higher education and employment, how to implement the program, the technology, interpersonal, and group effectiveness skills (leadership, social, teamwork, self advocacy skills) that are taught throughout the program, and how these hard and soft skills help to secure education and employment success.

Wassaja 109	<i>Adobe Mountain School: Special Education Inclusion Model</i> by Jessica Daukus, Barbara Lee, Joyce Miles, Carl Bailey, and Adam Henning: The special education inclusion program was implemented in spring 2006, and it has been fine tuned each quarter. Several key features of the program are team teaching, resource, and collaboration among teachers. The success of the program stems from the integration of the three key components which leads to a more diverse transition program for the students. This workshop will look at the benefits for students and teachers as well as any problems each may face. Also, several strategies on inclusion will be shown to teachers based on best practices.
Wassaja 110	<i>State Performance Plan Indicator 13: Improving Transition Services in Schools</i> by Ed O’Leary: (This is a continuation from the previous hour.) What is Indicator 13? What must schools, districts and states report? How will educators know if they are meeting the transition requirements for Indicator 13? What can educators do that will demonstrate improvement in meeting the transition requirements and show improvement with Indicator 13? This presentation will help educators understand the transition requirements that must be reported for Indicator 13 in the State Performance Plan. The presenter will explain, in easy to understand language and with examples, what must be done, what must be reported and what educators can do that will demonstrate improvement. Information and data will also be provided that shows several states and districts that have made significant improvements with Indicator 13 and the 2004 transition requirements.
Wassaja 111, 112 & 113	<i>Beyond Barriers to Passion and Possibility</i> by Denise Bissonnette: We have to see and believe in our possibilities before we can act on them and bring them into fruition. In this dynamic and inspiring workshop, Denise Bissonnette will offer practical and innovative ways to assist individuals in changing their focus from their limitations and barriers to their assets and gifts! Drawn from her popular books and curricula developed over the last twenty years, Denise will present hands-on tools for identifying students’ abilities, interests, and gifts, uncovering their work preferences, and envisioning fresh possibilities in the world of work. This workshop will not only lead us to see our students differently, but ourselves as well!
Wassaja 114 & 115	<i>Transitioning Young Adults in the Behavioral Health System and Demonstration Project Overview</i> by Stacia Ortega and Jason Carpenter: Through a group discussion participants will be made aware of the issues involved with transitioning to adulthood from the behavioral health perspective. Participants will learn about available services and supports and how system partners assist youth in transitioning successfully. Participants will see the presentation of the exciting demonstration project conducted during 2006: “The Young Adult Pilot Project.” This is an interactive workshop, where participants will have an opportunity to participate by identifying their successes and challenges in the area of transitioning young adults.
11:30 a.m. – 12 noon	Break, Exhibit and Artwork Viewing
12 noon – 1:00 p.m.	LUNCH
12:30 p.m. – 12:50 p.m. Wassaja Ballrooms	Awards – Gail Jacobs, William McQueary, and Jeffery Studer
1:00 p.m. – 1:30 p.m.	Break, Exhibit and Artwork Viewing
1:30 p.m. – 2:30 p.m.	CONCURRENT SESSIONS
Northern/Central Yavapai	<i>Where am I going? How do I get there?</i> by Jana L. Bays and Barbra Ross: Participants will learn how to use a guide to plan and organize transition from high school to adult life. The guide includes: a sample employment application and resume, a personal reference log, a self-evaluation checklist, an employment contact log, a section on post-secondary options, a transition planning interview form, and budget planning worksheets. This guide also includes documents on self-advocacy, age of majority, transition topics, and college survival skills.
Wassaja 107	<i>Teaching Self Advocacy by Using Student Led IEPs, From Teachers Who Are Using It Daily</i> by Melinda Vidales: The presenters will introduce participants to a method that has been successfully used to win over the hearts and minds of students. Participants will be able to start using student-led IEPs for all students, with all disability types, in all settings. They will walk away with a NEW power point template to use with their students immediately and with tools to teach special education vocabulary and rights to middle school and high school students.

Wassaja 108	<i>Helping Them Find Their Paths: A Phoenix Union High School District Transition Services Model</i> by Mary Craig, Becky Eaton, Donna Gammage, Darlene Harshberger, Vicki Heard, Anita Massey, and Natasha Massey: The Phoenix Union High School District (PUHSD) created Job Developer/Placement Assistant positions in order to increase/improve transition planning and outcomes for students with disabilities. Participants will gain valuable information and knowledge on how this model works and the systemic impact it has had on the transition planning process.
Wassaja 109	<i>Using Technology to Promote Self-Advocacy</i> by Joyce Palmer: The presentation is intended to help build awareness of technology tools available to young adult students and the school staff working with special education students who are transitioning from high school to the work/study options available to them after graduation. During this process, the student should be encouraged to self-advocate as independently as possible. This independence can be a reality for students of all abilities through the use of technology tools, which provide access to communication with members of the community important in their transition to life as a contributing citizen.
Wassaja 110	<i>Merging Two Worlds: Its Year of Change</i> by Stacy Bansback, Heather Griller-Clark, Ron Lopez, and Chris Nybakken: M2W is being revised this year! Learn about the changes in M2W by discussing content and implementation strategies with panel members who have used and trained the “old” M2W and are now experimenting with some new materials. First published in 2003 by ADE, M2W is a cognitive-behavioral-based transition curriculum, developed to help inmates successfully reintegrate into their community. Entitled Merging Two Worlds (M2W) to emphasize the interconnection between the “worlds” of secure care and the community, each of the curriculum’s forty lessons uses instruction in life skills, career development skills, resiliency skills and social skills to meet the Arizona K-12 Academic Standards and the Arizona Adult Learning Standards. The full M2W is downloadable from www.ade.state.az.us/ess/SpecialProjects/securecare/
Wassaja 111, 112 & 113	<i>Culturally and Academically Responsive Parent/Student-Directed Middle and High School IEPs</i> by Rudy Valenzuela: For many culturally and linguistically diverse (CLD) families the educational process is a fearful entangling web. This presentation presents the Parent/Student-Directed Individualized Education Planning (PSD-IEP) lessons. The PSD-IEP lessons provide educators and families a tool to facilitate culturally and academic responsive transitions through increasing family literacy and proficiency in IEP development. Special education research focused on CLD families demonstrates that school personnel often disregard cultural values when developing individualized education programs. The intent of the Parent/Student-Directed IEP is to provide opportunities for CLD families to bridge these gaps and “participate meaningfully” in designing rigorous and relevant IEPs. Furthermore, many CLD groups are collaborative in nature and there is little evidence suggesting that parent/students are becoming literate, proficient, or involved in developing IEPs. We believe providing a culturally and academic responsive opportunity for parents/students will spur their involvement in IEP processes for the remainder of their school years and lifelong learning.
Wassaja 114 & 115	<i>You Can’t Put a Square Peg in A Round Hole</i> by Marilyn and Joe Henn: The transition from school to adult life in the community can be a daunting undertaking for individuals with disabilities and their families and may result in sub-optimal outcomes due to funding issues. The approach that offers the greatest chance of success involves whole life planning for employment, residence and recreation & leisure coupled with financial planning to seek the needed resources to provide the needed supports in areas from direct care staffing, transportation, and cost to live items. Join Marilyn & Joe Henn as they describe their journey with their daughter Nancy, an individual with severe autism and behaviors. They will share how they successfully sought, and achieved, a fully integrated life for their daughter, who has a full time job at union scale with full benefits, her own car, and a family driven residence, while being supported by a six figure annual budget. This session is a prelude to their closing keynote address.
2:30 p.m. – 2:45 pm.	Refreshment Break
2:45 p.m. – 2:55 p.m.	Closing Comments – Steve Mishlove
2:55 p.m. – 4:00 p.m. Wassaja Ballrooms	Keynote Address – Marilyn and Joe Henn



Randi Carmona - Bowie Unified School District

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Youth/Young Adults and Family Member Sponsorships

A very special acknowledgement is extended to The IEzP for supporting the attendance of youth, young adults, and family members to this event through the sponsorship of scholarships.

The IEzP is a web-based database driven program designed to help the special educator organize and aggregate student data.

Thank you!

We wish to acknowledge and thank the Mesa Public Schools' Visual and Performing Arts Department for contributing the artwork display panels in support of this event.

Directory of Vendors

Arizona Bridge to Independent Living (ABIL)

ABIL began in 1977 as the Arizona Congress for Action (ACA). A group of people with diverse physical disabilities launched a grass roots effort to educate the community about disability-related issues in Central Arizona. In 1978, Congress enacted Independent Living Center legislation as part of the amended Rehabilitation Act of 1973, and in 1981 ABIL began providing services to the community. ABIL is one of five Centers for Independent Living in Arizona. There are over 600 centers across the country dedicated to equal opportunity and full inclusion of people with disabilities into all aspects of community life. ABIL advocates personal responsibility – by, and for, people with disabilities – as a means to independence. To help consumers achieve self-sufficiency, ABIL offers comprehensive programs including independent living skills instruction; information and referral; peer support; advocacy; home modification; Americans with Disabilities Act (ADA) training and counsel; outreach to rehabilitation centers and early intervention for newly disabled individuals; reintegration from nursing homes; employment services; social security work incentives; empowering youth in transition; personal assistant services and social recreational programs. Additional information can be obtained by visiting <http://www.abil.org/>.

Arizona Career Information System (AzCIS)

Arizona Department of Education is offering the Arizona Career Information System (AzCIS) information system for the 2007-08 school year. The Arizona Career Information System (AzCIS) is a computer information delivery system which provides comprehensive, user-friendly career and college exploration program for Arizona students, postsecondary institutions and adult employment training programs. You can visit the website at: www.ade.az.gov/cte.

Arizona Governor's Council on Developmental Disabilities (GCDD)

The GCDD is Arizona's state planning council for people with developmental disabilities and is authorized under the Developmental Disabilities Assistance and Bill of Rights Act (P.L.106-402). The mission of the Arizona Governor's Council on Developmental Disabilities is to work in partnership with individuals with developmental disabilities and their families through systems change, advocacy and capacity building activities that promote independence, choice and the ability of all individuals to pursue their own dreams. For more information, visit <http://www.azgcdd.org>.

Arizona Technology Access Program (AzTAP)

The Arizona Technology Access Program (AzTAP) is a Phoenix-based program of Northern Arizona University's Institute for Human Development. AzTAP began in 1994 and continues to operate under the mandate of the Assistive Technology Act of 1998 as Amended (P.L. 108-364). Accordingly, AzTAP's statewide mission is to promote awareness of, access to and acquisition of assistive technology for persons with disabilities. Our services include seven key activities: (1) equipment demonstrations; (2) short-term equipment loans; (3) equipment reutilization; (4) alternative financing; (5) public awareness; (6) training and technical assistance; and, (7) interagency coordination and collaboration. For more information, call 800-477-9921 or email us at AskAzTAP@nau.edu. Visit our website at www.nau.edu/ihd/aztap.

Canyon State Credit Union

Canyon State Credit Union is a cooperative, not-for-profit, full-service financial institution, owned by its members to meet their financial goals. We are solution providers – serving the people of Arizona for more than 50 years. As a credit union member, you can expect to earn more when you save and pay less when you borrow. We're here to help you make the most of your money through well-informed choices. With bankruptcies and credit card debt increasing while savings are decreasing, the need to teach financial literacy is critical. Finding, obtaining and integrating free, noncommercial and high-quality classroom materials about personal finance can be difficult and time consuming. That is where Canyon State Credit Union can help! We offer financial education on numerous topics from presenting to school classes to non-profit groups to community organizations. Additional information can be obtained by visiting our website at <http://www.gcscu.org/>.

Division of Developmental Disabilities (DDD)

The Division's program mission is to support the choices of individuals with disabilities and their families by promoting and providing within communities, flexible, quality, consumer-driven services and supports. DDD, in partnership with individuals with developmental disabilities, their families, advocates, community members and service providers, coordinates services and supports to Arizona citizens who have autism, cerebral palsy, epilepsy or cognitive disability and who were diagnosed as such before the age of 18. The Division coordinates services and resources through six district offices and local offices in communities throughout the state. The services and supports available through DDD include case management, a range of home and community-based services such as respite, habilitation, employment, therapies and attendant care, medical, and acute care services. For additional information, visit our website at <http://www.azdes.gov/ddd>.

Enhancing Arizona's Parent Networks (EAPN)

Enhancing Arizona's Parent Networks (EAPN) is a collaborative effort of parent groups, organizations and agencies throughout Arizona that believe all children with special needs and their families should have access to information, support and training. The EAPN website www.azeapn.org includes a listing of member groups, a training calendar and articles to improve the quality of parent participation and leadership to build effective partnerships with professionals.

Governor's State Rehabilitation Council

The 1992 and 1993 Amendments to the United States Rehabilitation Act introduced a means to ensure that individuals with disabilities have a strong role in shaping the Vocational Rehabilitation System of their state. The State Rehabilitation Council (SRC) is the mechanism through which these individuals may influence the VR System and was formed in 1993. In the 1998 Amendments to the Rehabilitation Act the relationship between the Rehabilitation Services Administration and the Council was strengthened to one of a working partnership. The Mission of the Arizona Governor's State Rehabilitation Council is to serve all citizens of Arizona and to advise, evaluate and partner with the public vocational rehabilitation program in support of improving access to employment and promoting a diverse workforce statewide. Additional information can be obtained by visiting www.azdes.gov/rsa/srac.asp.

Grand Canyon University

Grand Canyon University was founded in 1949 and is an accredited, private, Christian University located in Phoenix, Arizona. The University offers online and campus-based bachelor's and master's degree programs through the Ken Blanchard College of Business, College of Education, College of Nursing & Health Sciences, College of Entrepreneurship and College of Humanities & Social Sciences. With an online and campus-based enrollment of more than 12,000, GCU emphasizes individual attention for both traditional undergraduate students and working professionals. GCU is located at 3300 W. Camelback Rd., Phoenix, Arizona, and can be found on the Internet at www.gcu.edu.

The IEzP

The IEzP is a web-based database driven program designed to help the special educator organize and aggregate student data. The system allows for easy maintenance of student files, provides a step-by-step process to create IEPs that align with the Arizona State standards/compliance expectations, and produces forms and reports to satisfy the multitude of data requests. Leveraging technology for this purpose allows more time for what's most important - educating and interacting with the student. The affordable cost of the IEzP program and ease of use make it a realistic alternative for any district or charter school to use and immediately realize the benefits of automating the mandated special education data collection/documentation process. Visit www.interfy.com for additional information.

The Life Development Institute (LDI)

For over two decades the Life Development Institute (LDI) in Glendale, Arizona has been helping young adults struggling with learning disabilities, ADHD, Asperger's syndrome and related conditions overcome the often demoralizing effects of years of school failure by providing them the tools they need to lead meaningful, productive and independent lives. LDI provides a supportive residential community that gives individuals the education, skills and training they need to live independently. By offering programs in a residential environment, the institute gives students a chance to feel and know independence and instill in them a desire to succeed. LDI can help individuals through several levels in their transition to independent and self-supported living – from earning their high school diplomas and starting college, to achieving careers through employment that is compatible with their unique capabilities. LDI focuses its classroom instruction on career planning. Students receive training on developing career paths, identifying their own functional strengths and limitations, and finding employment that suits their temperament. Visit <http://www.life-development-inst.org/> for additional information.

Office for Children with Special Health Care Needs

The Arizona Department of Health Services, Office for Children with Special Health Care Needs (OCSHCN) works to promote and improve comprehensive systems of care for children and youth with special health care needs, their families, and the communities in which they live. This is done through contracted programs that provide direct services (such as, Children's Rehabilitative Services, Service Coordination, Traumatic Brain Injury, and Head and Spinal Cord Injury) and through a variety of programs and grants that work with other state agencies and community partners (such as, the Community Development Initiative, Medical Home, Parent and Youth Advisors, School Nursing, the Physician/Parent Interaction Project and the Integrated Services Grant). Our vision is that all children and youth with special health care needs have the opportunity to reach their full potential. For additional program information we are located at 150 W. 18th Avenue, #330, Phoenix, AZ 85007 and can be reached by phone at (602) 542-1860. Information can also be obtained by visiting our website at www.azdhs.gov/phs/ocshcn.

Parent Information Network, AZ Department of Education

The Parent Information Network (PIN) provides parents with necessary information so they can actively participate in their child's special education. PIN Specialists are parents of students with disabilities who work for the Arizona Department of Education, Exceptional Student Services (ADE/ESS). The PIN Specialists offer: special education information; print and video resources; and consultation and training to enhance family / school partnerships and parental decision-making in the special education process.

PINS services:

- Free printed information from the PIN Clearinghouse and ADE/ESS
- Present free workshops and video sessions for parents, educators, college students, and service providers
- Help in forming or strengthening parent support or advisory groups
- Collaboration with appointed Partners Are Liaisons to Schools (PALS)
- Provide consultation services to parents, schools, agencies, and college classes
- Collaboration with associations and agencies that provide services to children and youth with disabilities

Drop by the Parent Information Network display table and check out our transition resources! Visit www.ade.az.gov/ess/pinspals for more information.

Pearson AGS Globe

Two strong companies have been combined to make the Power of ONE! Pearson AGS Globe publishes precise solutions for intermediate, middle and high school students. Our focus is the striving student. High interest/low readability, basic skills, special needs, ESL, supplemental instruction and adult education. For additional information, contact Susie Traxler, K-12 Supplemental Sales Representative at Pearson, (623) 465-5654 or email her at Susie.traxler@pearson.com.

Raising Special Kids

Raising Special Kids provides information, resources and support for Arizona families of children with disabilities and special health care needs. Programs and services are provided at no charge in English and Spanish and information can be obtained by visiting <http://www.raisingpecialkids.org/>. Programs and services include:

- Parent-to-Parent Support – matching new parents with experienced parents through a network of over 300 trained volunteers.
- Special Education – individual IEP/504 consultation for families of children with disabilities. Training and consultation for schools, teachers and other professionals.
- Health Care Systems Navigation – guiding families to appropriate resources and supports in the community, including information for effectively using systems of care.
- Parent Leadership – Opportunities for parents to develop leadership skills participate and serve in public policy and decision-making roles. Family Faculty provides training for professionals in health, education and social services.

Rehabilitation Services Administration, Vocational Rehabilitation (RSA/VR)

Vocational Rehabilitation is one of three major RSA service programs for persons with disabilities. It is a federally mandated employment program for persons with disabilities who have the ability and desire to work, but require assistance to move beyond the barriers their disabilities present to obtaining meaningful and satisfying employment. Vocational Rehabilitation is active in the secondary education transition domain as a transition planning partner for students with disabilities, and as a provider of community resource information and technical assistance, and consultation for students, parents, schools, and sister agencies. RSA has six districts and a total of 53 field offices statewide through which services are provided. RSA provides specialized vocational rehabilitation counselors for certain population groups, such as students transitioning from high school to adult life, persons with sensory disabilities and persons with severe mental illness. For additional information, visit our website at <http://www.azdes.gov/rsa/default.asp>.

Social Security Administration

Social Security Administration will provide information on filing for social security and supplemental security income benefits for children and young adults. We will provide information on obtaining a new or replacement Social Security card. We provide information on all work incentives including the Ticket to Work, Plan for Achieving Self-Support, student earned income exclusion and any other related Social Security issues that may affect a youth, a parent, guardian or other family member. We will be available to answer specific questions for individuals and families and make referrals to local offices as needed. We will also have information on Medicare and ACCCHS eligibility. Visit <http://ssa.gov/> for more information.

Valley of the Sun School

Valley of the Sun School provides services to adults with developmental disabilities. Over 225 individuals with various disabilities receive vocational training and employment support services Valley-wide. Campus and community-based work sites provide a wide array of choices to meet the diverse needs of the clients. Valley's Warehouse/Production Center, fourteen (14) enclaves, two thrift shops, and training partnerships with Arizona State University and individual placements provide clients with many options from which to choose. Williams Express, a partnership with ASU East, provides job training in printing and document services. Additionally day services, such as habilitation and educational programs are provided for over 160 adults and youth with developmental disabilities at 10 settings, offering a wide spectrum of services to address medical needs, communication and social deficits. Client transportation is provided through a fleet of over 60 vehicles. All programming service provision addresses treatment, therapy, and life skills training. Additional information can be found on the website at www.valleyofthesunschool.org.

Voyager Expanded Learning

The purpose of Voyager Expanded Learning is to help accelerate any/all struggling students in reading and math, kindergarten through high school. Voyager's Passport, Journeys, and Vmath programs are the ONLY programs endorsed nationally by CASE, the Council of Administrators of Special Education, Inc. Because of the program structure, quality, and data management system ingrained in all Voyager programs, along with second-to-none professional development training and support, Voyager's programs are implemented internationally for english language learners, special education, regular education, and all title programs. Assessments in the Passport, Journeys, TimeWarp Plus, and Universal Literacy programs include VIP/DIBELS equivalent measures, criterion referenced assessments, and additionally, in Journeys MS/HS program for reading intervention, Lexile Assessments.



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Notes



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